DOCUMENT RESUME

ED 116 998 95 SO 008 829

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TITLE Indian Memories. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.
INSTITUTION South Dakota State Div. of Elementary and Secondary Education, Pierre.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 75
NOTE 96p.; For related documents, see SO 008 824-826 and 827-829

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS *American Indian Culture; *American Indians; Class Activities; *Ethnic Studies; Group Discussion; Guides; Interdisciplinary Approach; Intermediate Grades; Lesson Plans; Older Adults; Reservations (Indian); Social Studies

ABSTRACT

Eight lessons comprise this interdisciplinary unit for intermediate social studies classes on the memories of elderly Indians. It brings the reflections of older Indians to children for analyzing and understanding the past. Many values, perceptions, myths, beliefs, and ways of life are incorporated into the narratives of the lessons. Each lesson contains its behavioral objective, preparatory lesson plans, interpretation of the narrative, explanations of the activities, reproducible activity sheets, and evaluation. The activities are values clarification exercises, interaction processes, and class discussions. It is necessary to teach the lessons in the order provided for continuous flow and understanding of the narratives. Totally, the unit is expected to take ten classes of 40-minute periods. The accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 ($1.50). (ND)

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Indian Education
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Department of Education and Cultural Affairs
Pierre, South Dakota 57501

Thomas C. Todd
State Superintendent
State of South Dakota

"INDIAN ETHNIC HERITAGE STUDIES CURRICULUM DEVELOPMENT PROJECT" - 1974-75

This unit of Indian Cultural Curriculum was initiated, encouraged, and developed under the leadership of Dr. Donald Barnhart, former State Superintendent of Schools of South Dakota.

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This Project was made possible through a grant from Title IX
Ethnic Heritage Studies, ESEA, U.S. Office of Education, Washington, D.C.

Grateful acknowledgments to the following persons who contributed to the Project from its inception to its completion

Mike Eckman and Mitch Chapel, Equal Education Opportunity Program, DESE
Dr. Orville Hepler, for Consultant Services
Dr. Roy Krosky and Staff of the General Assistance Center, Northern Colorado College, Greeley
Dr. Jim Davis and Staff of the Social Science Consortium, University of Colorado, Boulder
Roxy Pestello, Consultant, Social Science Consortium, University of Colorado, Boulder

ABOUT THE AUTHOR

Mona Bublitz was born in Rapid City, South Dakota in 1943. At the age of 8 months, she was adopted and moved to Flandreau, South Dakota, where she spent most of her life.

She attended the University of Wisconsin at Madison, Wisconsin, and Black Hills State College for undergraduate studies.

She taught two years at the Flandreau School, before she began working with the Teacher Corp Project at Black Hills State College as a Field-Trainer Supervisor.

Mona and her daughter, Debra Dawn, make their home in Spearfish, South Dakota.

Mona has contributed two units of study to the Ethnic Heritage Project, and these are:

(1) Indian Memories

(2) Quiet

GOALS OF THE ETHNIC HERITAGE

CURRICULUM PROJECT

To focus on life, ways and history of the Dakota/Lakota Indian people.

To include the transition period as well as the past and the present in the units that will be developed.

To provide activities which are intended to improve self-concept of the students.

To utilize learn-by-doing activities.

To provide a variety of activities which will allow students to learn in different ways and at different rates.

To provide content and suggested activities for the Ethnic Heritage teacher at the intermediate level.

GOALS

This Indian curriculum unit has attempted to meet the goals set forth by the Ethnic Heritage Studies Project. Also, I have strived to be as humanistic as possible by attempting to provide narratives and activities which are enjoyable, relevant, learning experiences; to provide as much variety and flexibility as possible; and to provide activities which allow every student success experiences that increase positive self-concept.

CONTENTS

DETAILS _ for the teacher, p. 2 - 6.

- Lesson 1 - p. 7
- Lesson 2 - p. 24
- Lesson 3 - p. 34
- Lesson 4 - p. 42
- Lesson 5 - p. 51
- Lesson 6 - p. 59
- Lesson 7 - p. 71
- Lesson 8 - p. 79

NARRATIVES - one to be read by the teacher, one by the author on cassette tape and the remainder to be read by the student.

ACTIVITY SHEETS - for the student.

ART SKETCHES - to accompany the narratives. These are included to stimulate new ideas for activities. What activity could arise from a sketch used as content?

NARRATIVE AND ACTIVITY BRIEFS - which consist of synopsis and justification (rationale for teaching).

LESSON PLANS FOR THE TEACHER - including behavioral objectives for each lesson.

CASSETTE TAPE - INTRODUCTION - narrative for Lesson 2.

- Iktomi; legend for Lesson 3 (in English and Dakota)
  1. in Dakota

DETAILS

BEHAVIORAL OBJECTIVES: An evaluation is included in each behavioral objective. The lesson is considered successful if the behavioral objective is met. It is important that the behavioral objective is shared with the student. The teacher may write each behavioral objective for each lesson on the chalkboard so that the student knows what he is expected to accomplish.

JUSTIFICATION: Should be shared with the student. This also could be listed on the chalkboard. If a student knows why he is doing something, and if he can see some reason (importance) for doing it, he will usually respond in a positive manner. The teacher will need to put the Justification (see Narrative and Activity Briefs) at appropriate vocabulary level for the student.

ORDER: It is not necessary to teach each lesson in order. The order, as is, moves from low-active to high-active level; from group activity to individual activity; from serious tone to light mood. Classes highly skilled in oral communication activities and verbal interaction could be successful using random order.

WARM-UP ACTIVITIES: Classes who find activities of this type unfamiliar and difficult to adjust to should do some Warm-Up Activities prior to the lessons. I suggest "Communication Games" or other communication, interaction activities which are fun and low-risk; then progress to activities which require more interaction (risk). Many Interpersonal Communication (IPC) type activities can be found in speech and beginning drama and theater books, or books which deal with talking in the classroom, communication skills, etc.

ATMOSPHERE: A comfortable, non-threatening environment in the classroom aids the communication process. The teacher may wish to use the suggestions for room arrangement in the Activity and Narrative sections, or create other arrangements, attractive and inviting to the student.

NARRATIVE AND ACTIVITY BRIEFS: In most cases, it is appropriate and helpful for the teacher to read the Narrative and Activity Briefs to the student prior to the reading of the Narrative and prior to the Activity. The student will have additional background information. Again, the vocabulary may need adjustment. The teacher could paraphrase the information for the student.

TIME: (I've included lessons for 10 days - 40 minute periods.) It was very difficult to judge how much time each lesson would take. So it is the teacher who decides how much can be accomplished. (It might be better to allow the student to continue an activity and forfeit the next lesson, or forfeit an activity, rather than rush, thus frustrating the student.) I will be anxious to get feedback from you on time allotment.

PACE: The teacher should plan about two days prior to each lesson. There is a section - Advance Planning - in the lesson plans. The teacher should also check the Narrative/Activity Briefs and the lesson itself for additional planning ideas.

NARRATIVES: Grammar "incorrect," e.g. page 49 (good-well). I felt that it was appropriate to maintain the Narratives as they were related to me as much as possible.

REPRODUCE: Activity Sheets.

TESTING: Rating sheets are optional. The teacher may prefer to evaluate by other methods.

ART SKETCHES: These are not incomplete. They did copy correctly. The "sketchiness" is the artist's style.

A final note about a project goal: To train teachers to teach Indian curriculum materials. I have included a variety of activities. Read the activities; choose to do one or more. Which would your students enjoy? The Activity Suggestions are intended to generate more and better ideas from the teacher. Since it is the teacher who knows the student - his capabilities, potentials, rate of learning. what activities would be suitable, etc., -- it is the teacher who can create the best activities for the student.

Also, the teacher may ask the student for ideas when he has completed each lesson: "What other way could we have done this activity?" "What would have been more effective?" This humanistic approach will generate more ideas and improve the rapport between teacher and student.

I must continue another step further and share with you my philosophy of Indian education: Indian education should be part of regular units of study - not separate units of study. I am asking you, the Ethnic Heritage teacher, to think how you might fit Indian and other cultures into your regular units of study. Look at the topics listed on Page 6. They are some that we, the curriculum writers, brainstormed as "Indian" topics. They are Indian by no means; they are general.

I am going to leave you with a challenge: Include people of other races, cultures, and tradition in your units of study - not just history and geography. Granted, you will find the task difficult. You will have to ask for help from other teachers, resource people, and resource materials. But you can set the ground work.

A first step is to begin gathering Indian poems, short stories, pictures, articles and materials. Jot down some ideas and put them in this notebook. With this (that you have gathered) materials as content, and a general topic in mind, set your goals. What is it you want to accomplish? Is it justifiable? Relevant? What other materials do you need to collect?

A next step is to decide what activities will allow you to accomplish the goals. Use a criteria such as this: Is the activity enjoyable, sharing, learning, success/no fail, humanistic (would you like to do it?); do you include variety, options, alternatives, a variety of media? Why is this activity important?

You may find yourself discarding the text book; using the ideas from several texts, and sources (filmstrip, records, movies, excerpts, etc.) on one particular topic. You might want to make folders for topics, and when you find materials and/or ideas, put them in the folders. Create your own units of study.

I'm asking a lot - - that you seek new methods, techniques, ideas, ways of doing things. I'm asking you, as I've asked the student in the Introduction, to search for answers - - first from within yourself, and then from wherever they may be found.

MONA BUBLITZ
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TOPICS OR UNITS OF STUDY

LANGUAGE
MUSIC
ARTS
GOVERNMENT
URBAN LIFE
SOCIAL LIFE
ALCOHOL
SYMBOLISM
ATTITUDES
EDUCATION
FAMILY
BELIEFS
DRESS
ECONOMICS AND LAND
HEALTH
HEROES

RESOURCES
JOBS
HOUSING
POLICE
PREJUDICE
SEGREGATION
WALK
SLANG
ROADS
MILITARY
DEATH
MOVIES
BOOKS
STEREOTYPE
T V
SHARING

RETARDATION
HISTORY
HERITAGE
POPULATION
JEWELRY
PHYSICAL APPEARANCE
MILITANT GROUPS
MORALS
CHARACTER
STATURE
TRANSPORTATION
JOKES
POETRY
SONGS
COMMUNICATION
ELDERLY

DANCE
SURVIVAL
SELF-CONCEPT
SCHOOL
SPORTS
CEREMONIES
RESPECT
COSTUME
IDENTITY
ANIMALS
NATURE
MONEY
RIGHTS
LEGEND/MYTH
PUNISHMENT

LESSON ONE

NARRATIVE/ACTIVITY BRIEF

NARRATIVE

The student gets to know Grandma St. Cloud: Past - she made tipis; she retrieved what belonged to her. Present - although the actual happening took place long ago, a circus is something the student can relate to. Hopefully, this will help the student see Indians as people; people involved in experiences similar to those the student has experienced.

Narrator 1 is Mona Bublitz, age 31. Her passages begin: "Dear listeners," or "Dear readers." Narrator 2 is Grandma Ida Allen, age 80. Her passages tell her memories which usually involve her Grandmother - Grandma St. Cloud, deceased.

Activity

Allows the student to share what he feels is important in the Narrative, in his past, and his reaction to those feelings. As he shares, he learns about his classmates. The small groups of three are low-risk level.

Activity

The student has a part in decision-making because the activity is a group choice. The student must think and make choices. He decides how much or how little he will work with his group; how effectively or ineffectively. He begins to discover the elements of group process. The teacher could discuss the success of the activity with the students: "What kinds of things helped make your story, picture, or construction successful?" "What hindered the process?" "How did you feel about doing this type of activity? "What

did you learn?" Also, to aid the discussion, the teacher can refer to the feedback from Activity Sheet 1-d.

LESSON ONE

APPROXIMATE TIME: One day

MATERIALS: Introduction – on cassette tape recorder
Narrative One – to be read by the teacher
Activity handouts – 1a, 1b, 1c, and 1d (2 sheets)
Supplies – paper, pens, chalk, crayons, pencils, marking pens, chalkboard; assortment of items; paper, cloth, tinker toy, boxes, marbles, popsicle sticks, anything

BEHAVIORAL OBJECTIVE

After listening to the Narrative, the student will participate in two (2) group activities and will receive feedback from his group members on his participation. The group project will also be rated by the group members.

ADVANCE PREPARATION

Read Narrative One. Select the words and phrases to emphasize; then practice ALOUD. This step is very important because the oral reading will be more successful and interesting read with expression.

Room Arrangement: desks in groups of three — keep them as far apart as possible. Save an area for the listening segment — near one wall would be suitable for floor seating. Also provide chairs for those who prefer to sit.

THE LESSON

1. Divide the class into groups of three. Instruct them to remember who their group members are. Assign each group an area.
2. Seat the class in a comfortable setting for listening.
3. Play the cassette: Introduction.
4. Read Narrative One to the class.

ACTIVITY ONE for all students

1. Students go to assigned area.
2. Each student draws one of three cards, reads the instructions, and begins.

ACTIVITY TWO the students, in the same assigned groups, choose one (1) of the following:

Explain that each group has a choice. Briefly describe each activity; explain that each activity is a group effort — they will come up with ONE story, picture, or construction. Inform the students that following this activity they will receive an evaluation of their effort and participation in the activity. Use chalkboard or large sheets of newsprint taped together on a wall for the group drawing.

NOTE: This is an interesting exercise to see how the group process works. At some later date you might use this type of activity. Let the class observe one group and record the observations. What roles develop? Observe interaction, non-verbal cues, etc.

ACTIVITY SHEET 1A

CARD ONE

INSTRUCTIONS: FILL OUT THIS CARD.
WHEN ALL GROUP MEMBERS ARE FINISHED, SHARE THIS INFORMATION.

1. THE PART OF THE READING I ENJOYED MOST WAS _____

2. IT MADE ME FEEL _____ (ONE WORD).
   THE PEOPLE IN THE STORY FELT _____.

3. I REMEMBER A TIME WHEN I FELT _____. (SAME WORD AS 2.)
   BE PREPARED TO SHARE THAT TIME WITH THE GROUP.

4. WHEN I'M _____, I _____.
   EXAMPLE: WHEN I'M HAPPY, I SING.

THREE THINGS TO REMEMBER:

EVERYONE TAKES A TURN.

LISTEN POLITELY TO EACH OTHER.

STICK TO THE SUBJECT.

CARD TWO

INSTRUCTIONS: FILL OUT THIS CARD.
WHEN ALL GROUP MEMBERS ARE FINISHED, SHARE THIS INFORMATION.

1. THE PART OF THE READING I ENJOYED MOST WAS _____.

2. IT MADE ME FEEL _____ (ONE WORD).

3. OTHER THINGS THAT MAKE ME FEEL _____ (SAME WORD AS 2) ARE _____,
_____, _____, _____.

4. WHEN I'M _____, I _____.
EXAMPLE: WHEN I'M HAPPY, I SING.

THREE THINGS TO REMEMBER:

EVERYONE TAKES A TURN.
LISTEN POLITELY TO EACH OTHER.
STICK TO THE SUBJECT.

ACTIVITY SHEET 1c

CARD THREE

INSTRUCTIONS: FILL OUT THIS CARD.
WHEN ALL GROUP MEMBERS ARE FINISHED, SHARE THIS INFORMATION.

1. THE PART OF THE READING I ENJOYED MOST WAS _____

2. LOOKING BACK ON MY OWN LIFE, I REMEMBER . . .
   BE PREPARED TO SHARE YOUR MEMORY WITH THE GROUP.

3. I CAN BEST DESCRIBE THAT SITUATION AS _____ (ONE WORD).

4. WHEN I'M _____, I _____.
   EXAMPLE: WHEN I'M HAPPY, I SING.

THREE THINGS TO REMEMBER:

EVERYONE TAKES A TURN.

LISTEN POLITELY TO EACH OTHER.

STICK TO THE SUBJECT.

ACTIVITY SHEET 1D

IN YOUR ASSIGNED GROUPS, CHOOSE TO DO ONE OF THE FOLLOWING:

GROUP STORY -- WHAT PICTURES CAME TO MIND AS YOU LISTENED TO THE NARRATIVE? BEGIN BY SAYING, "I SAW . . ." THEN WRITE BRIEFLY, WHAT YOU SAW. USE THESE WRITINGS (ONE FROM EACH OF THE THREE GROUP MEMBERS) TO MAKE UP A COMPLETE STORY. INCLUDE A BEGINNING, MIDDLE, AND END.

GROUP PICTURE -- WITHOUT SPEAKING, ALL BEGIN AT ONCE TO DRAW ONE PICTURE WHICH REFLECTS THE NARRATIVE. CONTINUE IN SILENCE AND COMPLETE THE PICTURE.

GROUP CONSTRUCTION -- USING THE ITEMS YOUR TEACHER GIVES YOU, BEGIN, WITHOUT SPEAKING, TO CONSTRUCT SOME THING WHICH REFLECTS THE NARRATIVE. IT REPRESENTS ONE CONCEPT OR IDEA.

ACTIVITY SHEET 1D

LIST YOUR GROUP MEMBERS:

_____	_____
_____	_____

EXAMPLE:

MARY	5

FAIR → 1 2 3 4 5 6 7 8 9 10 ← EXCELLENT

FIND A NUMBER ON THIS SCALE WHICH INDICATES HOW WELL EACH GROUP MEMBER PARTICIPATED IN THE PROJECT. (MARY WAS AVERAGE.)

RATE YOUR PROJECT _____ (USE THE SAME SCALE.)

DID A LEADER FOR THE GROUP EMERGE? THAT IS, DID GROUP MEMBERS LOOK TO ONE PERSON FOR DIRECTION, AND DID HE/SHE GIVE IT? _____. IT WAS _____ (NAME).

EXCHANGE THESE SHEETS WITH YOUR GROUP

INTRODUCTION

LISTENERS, THIS INTRODUCTION WILL TELL YOU ABOUT THE UNIT OF LEARNING YOU ARE ABOUT TO BEGIN, ITS AUTHORS AND ITS PURPOSE.

THE UNIT IS ENTITLED "INDIAN MEMORIES." THERE ARE TEN (FORTY MINUTE) LESSONS. THE MEMORIES, IN NARRATIVE THAT IS, STORY FORM, WILL BE READ. THEY ARE MEANT FOR YOUR ENJOYMENT. MORE IMPORTANT, THEY ARE THE BASIS, A VEHICLE THAT WILL LEAD YOU TO LEARN, EXPERIENCE AND DISCOVER IN THE ACTIVITIES WHICH FOLLOW THE NARRATIVES.

THE AUTHORS, I WILL CALL "ELDERLIES." THEY WILL TELL YOU SOME EARLY MEMORIES AND REFLECTIONS. I'VE THOUGHT THIS WAY OF LEARNING IMPORTANT BECAUSE IT IS IN KEEPING WITH INDIAN ORAL TRADITION. ELDERLIES SPOKE AND EVERYONE LISTENED. THE ELDERLIES WERE WISE AND KNOWLEDGEABLE AND THEY TAUGHT BY TELLING STORIES — SUMMER STORIES, WINTER STORIES, STORIES WITH A MORAL; HISTORY, TOO, WAS TOLD AND EXPERIENCES. ORAL TRADITION

WAS A WAY OF HANDING DOWN INFORMATION FROM GENERATION TO GENERATION.

THIS IS THE WAY THIS UNIT WILL WORK. LEARNING WILL BEGIN BY LISTENING TO THE ELDERLIES. THEN SOME OF WHAT YOU HEAR WILL BE APPLIED IN THE ACTIVITIES WHICH FOLLOW.

THE PURPOSE OF THE UNIT IS TO LEARN MORE ABOUT YOURSELF AND EACH OTHER. I HAVE CONCERNED MYSELF WITH YOU — AS AN INDIVIDUAL. IT IS TO YOU I WRITE; AND IT IS MY DESIRE THAT THIS UNIT WILL CAUSE YOU TO SEARCH FOR ANSWERS FROM WITHIN YOURSELF, AND TO SEARCH FOR ANSWERS WHEREVER THEY MAY BE FOUND. IT IS A UNIT IN WHICH YOU MUST THINK, MAKE DECISIONS, PARTICIPATE, COMMUNICATE AND INTERACT WITH EACH OTHER TO THE UTMOST.

SO I ASK NOT THAT YOU REMEMBER EVERY PART OF THE NARRATIVE BECAUSE YOU WANT TO DO WELL ON A TEST, BUT THAT YOU LISTEN, TAKE IN AS MUCH AS YOU CAN AND ENJOY IT.

THEN, IN THE ACTIVITIES WHICH FOLLOW DO YOUR BEST. ANSWER AND PARTICIPATE AS FULLY AS YOU CAN — THAT YOU WILL GAIN SOMETHING FOR YOURSELF FROM THIS UNIT. AND IF IN A FEW YEARS YOU RECALL SOMETHING THE ELDERLIES SAID — THIS WILL BE MY JOY. BUT REMEMBER THAT THE EMPHASIS OF THIS UNIT IS NOT ON LEARNING ABOUT INDIANS (EVEN THOUGH THE ELDERLIES AND MYSELF, YOUR AUTHOR, ARE INDIAN), THE EMPHASIS IS ON LEARNING ABOUT YOURSELF AND LEARNING FROM OTHERS THROUGH SHARING. AND THIS WE CAN DO — NO MATTER WHO WE ARE.

NARRATIVE ONE

DEAR LISTENERS: I WISH YOU COULD HAVE BEEN WITH ME WHEN I WENT TO TALK WITH THE ELDERLIES! IT WAS SUCH FUN TO SEE THE EXPRESSION ON THEIR FACES AND TO HEAR THE JOY IN THEIR VOICES. I LAUGHED. OTHER TIMES THEIR FACES WERE VERY SERIOUS AND QUITE SAD; THEIR VOICES SOFT, SINCERE. I GOT THE CHILLS AND TEARS FILLED MY EYES AND IT WAS QUITE DIFFICULT TO WRITE AND RECORD THEIR MESSAGES AT THESE TIMES. BUT YOU WILL HEAR FOR YOURSELF.

GRANDMA IDA, THE FIRST ELDERLY WE WILL LEARN FROM, AND UPON WHOM I WILL RELY HEAVILY FOR THE NARRATIVES, IS A SANTEE SIOUX AND LIVES IN FLANDREAU, SOUTH DAKOTA. SHE IS YOUNG AT 82. HER RECALL IS EXCELLENT, ALTHOUGH AT TIMES SHE LOSES HER TRAIN OF THOUGHT. HER EYESIGHT IS FAILING AND SHE COMPLAINS ABOUT HER HEARING. BUT WHEN I SEE HER SHE IS ALWAYS SMILING. SHE HAS A FINE SENSE OF HUMOR. IT FEELS GOOD TO BE AROUND HER.

I WENT TO HER IN THE EVENING (THE EVENING SEEMS TO BE THE BEST TIME FOR LISTENING AND THE ELDERLIES ARE ALWAYS READY TO SHARE WHAT THEY CAN). SHE WAS SITTING IN HER COMFORTABLE CHAIR AND I WAS NEAR HER WITH PEN IN HAND. I ASKED HER TO RECALL SOME CHILDHOOD MEMORIES, AND THIS, LISTENER, IS HOW SHE BEGAN:

"I REMEMBER MY GRANDMA; GRANDMA ST. CLOUD. SHE LIVED TO BE OVER 100 YEARS OLD. SHE MUST HAVE KNOWN WHAT PURE OXYGEN AND AIR WAS BECAUSE EVERY MORNING SHE'D SAY, 'GET UP! HANG UP YOUR BLANKETS IN THE FRESH AIR.'

SHE'D START THE FIRE AND LET THE FRESH AIR IN. SHE'D SAY, 'UNCOVER YOUR HEADS! GET FRESH AIR!' AND I REMEMBER THAT IN THE SPRING SHE'D WANT TO GET US OUTSIDE. SHE'D SAY, 'I'M GOING TO BUILD TIPIS.' SHE WOULD MAKE ROUND ONES FOR THE BOYS. SHE WOULD STAKE WILLOWS IN A CIRCLE, PULL THEM TOGETHER AT THE TOP AND LACE YOUNG WILLOWS IN AND OUT TO SECURE IT. SHE WOULD COVER THEM

WITH CANVAS OR WILLOWS. GRANDMA'S TIPI WAS OF CANVAS AND POLES, AND MORE DIFFICULT TO MAKE AND SET UP.

AND I REMEMBER GRANDMA WAS A HUNTER. SHE WORE A LITTLE SHAWL AROUND HER WAIST. IN IT SHE KEPT HER KNIFE, HATCHET, AND STRINGS OR ROPE. SHE ALWAYS CARRIED IT WITH HER. ON ONE OCCASION, WE'D BEEN GONE FOR THE DAY. WE RETURNED TO FIND OUR BIG GOBBLER GONE. (SHE ALWAYS HAD TURKEYS.) SHE SAW TRACKS. (WE WORE MOCCASINS). SHE SAID, 'THAT WASICU* MUST HAVE BEEN HERE!' SO I WENT WITH HER, TO INTERPRET. IT WAS A MILE AND SHE DROVE RIGHT UP THERE. 'ME TURKEY!' GRANDMA SAID. 'AUNT MOLLY!' THE WHITE MAN CALLED GRANDMA, BUT HER NAME WAS MARY. 'I DON'T KNOW WHERE YOUR TURKEY IS,' HE SAID. SHE GAVE ME THE LINES OF THE HORSES AND WAGON; SHE WENT AROUND THE HOUSE AND PULLED OPEN THE CELLAR DOOR. 'NO, MOLLY, NO!' HE SAID.

* WHITE MAN

SHE SAID, 'YOU SHUT UP!' THE TURKEY WAS DOWN IN THE CELLAR, TIED UP. GRANDMA SWORE. AND THEN SAID, 'YOU BRING THAT TURKEY UP HERE!' AND SHE REACHED FOR HER KNIFE IN HER LITTLE SHAWL. 'ALL RIGHT, MOLLY,' HE SAID. HE GOT THE TURKEY AND PUT IT IN THE WAGON. AND GRANDMA SWORE ALL THE WAY HOME.

GRANDMA SET TRAPS AROUND THE RIVER AND WAS FOREVER OUTWITTING THE LITTLE NON-INDIAN NEIGHBOR BOYS WHO HAD FUN SNAPPING HER LINES."

DEAR LISTENERS: GRANDMA ST. CLOUD MUST HAVE LOVED CHILDREN DEARLY. BUT, OF COURSE, YOU KNOW IT WAS THE INDIAN WAY TO TAKE IN ORPHANED CHILDREN TO CARE FOR THEM WHILE THEIR MOTHERS AND FATHERS WERE AWAY. MAYBE THAT WILL HELP CLARIFY THE NEXT FEW SENTENCES. GRANDMA IDA GOES ON TO SAY:

"I REMEMBER ONE TIME WE WENT TO A CIRCUS AT BROOKINGS. GRANDMA HAD NO CHILDREN, BUT SHE GOT ALL HER KIDS READY AND CAMPED OUT OVERNIGHT.

NOW IN THOSE DAYS, IF YOU HAULED WATER TO THE ELEPHANTS YOU COULD EARN A TICKET TO THE CIRCUS. SO, THE BOYS GOT UP EARLY TO GET A JOB. NOW, JOHN B. CLOUD HAD COME ALONG WITH THE BOYS AND HE BOUGHT THREE BIG WATERMELONS. GRANDMA WENT TO BUY SOME BANANAS FOR A SPECIAL TREAT. SHE NOT ONLY BOUGHT A FEW, BUT SHE SAW A STALK AND SAID, 'I WANT THAT,' AND BOUGHT THE WHOLE THING. SO THAT EVENING IT WAS WATERMELON AND BANANAS, BANANAS AND WATERMELON, WATERMELON— BANANAS. NEEDLESS TO SAY, HALF OF THE CHILDREN DIDN'T EVEN GET TO SEE THE SHOWS. GRANDMA HAD TO TAKE ONE KID, JOHN B. CLOUD HAD TO TAKE ANOTHER. THEY TOOK TURNS TAKING THE KIDS OUT TO THROW UP OR OTHERWISE."

LESSON TWO

NARRATIVE/ACTIVITY BRIEF

Narrative

A young child suffers the loss of his mother. This Narrative takes a somber tone throughout and attempts to prepare the student for the activity which follows. This Narrative is on cassette; the music background sets appropriate mood.

Activity (Individual)

This is an activity which allows self-expression. The suggestions are the type which would evoke wistful and sad feelings. They are low-active level. The student chooses the medium he feels comfortable with; he can see the outcomes of his own accomplishment achieved through effort. If the writings and drawings succeed to reflect a somber tone, the teacher may have a follow-up discussion which allows the student to express his feelings. Questions such as: "How did you feel as you did this activity?" "What feelings were you trying to express in your work?" Ask each student what his work "means." "A child as young as the one in the Narrative, doesn't understand death. What are some things one might feel if he understood and had to experience death in his family?" A discussion such as the above may increase an awareness of the feelings of others, as well as individual feelings.

LESSON # TWO

APPROXIMATE TIME: One day

MATERIALS: Narrative Two — on cassette
Variety of art supplies. (See below) Also large, bold marking tips, fingerpaints, large newsprint sheets.

BEHAVIORAL OBJECTIVE

After listening to the Narrative, the student will choose one activity. Upon completion, he will evaluate his own work (see rating sheet in activity section.)

ADVANCE PREPARATION

Secure as many varieties of art materials as you can make available; cloths, brushes, cardboard. Include various textures, sizes, colors, and shapes.

Room Arrangement: should include a table with supplies and large surface area for work (walls, floor, chalkboard — you will also need tape). Make table space by arranging work areas from desk tops.

Teacher may wish to request the assistance of an art person in the school. He could serve as a resource person — do a drawing to stimulate student involvement.

THE LESSON

1. Play cassette; Narrative Two.

2. Activities — working individually the student chooses one (1). Encourage the student to create something unique. "Make something you have never made before." Encourage creativity; encourage the student to state an alternative — those listed are to be used only if the student can think of nothing else at this time.

It is suggested that the teacher do an activity as the student does his.

Keep the atmosphere quiet to allow the student freedom for deep thought, inspiration and appropriate working conditions. EXPLAIN THE ABOVE TO THE STUDENT. Music (appropriate) quiets.

Provide art books at the appropriate level (ask the art teacher or check curriculum materials available). Place them (open) on the supply table; this will stimulate and generate ideas.

List a variety of methods: posters, (have some available) silhouette, collage, etc. Check index in art books.

The most important thing to remember is that great things don't just happen. The success of this self-expression activity lies with the teacher. The teacher must provide materials and suggestions such as those listed above; the atmosphere and encouragement.

Little Alex grew to be unspoiled; a quiet, warm, uncritical individual. He was successful as a musician, artist, and employee for the Bureau of Indian Affairs. He was an asset to the community in which he lived.

Accomplishments: He attended Haskell Institute at Lawrence, Kansas, served as a corporal in the U.S. Marine Corps in World War 1, played in the Marine Band for President Wilson's inauguration, had an article published about him in Ripley's "Believe It Or Not," was a musician with Lawrence Welk (when Mr. Welk was in South Dakota), had one of his paintings hung in the State Capitol Building in Pierre, South Dakota, was a district commander for the Veterans of Foreign Wars, and was a devoted, religious man.

He deeply loved his Indian heritage and the Indian people, and served as their spokesman on many occasions. He adopted two Indian children and raised them as his own.

He lived an exciting life; (one time he was in a bank in Sioux Falls, South Dakota when it was held up by Dillinger and his gang), it was productive, successful and worthwhile.

ACTIVITY SHEET 2A

CHOOSE TO DO ONE OF THE FOLLOWING:

1. DRAW -- WITH THE STORY IN MIND, DRAW THREE THINGS THAT YOU CAN "PICTURE" (YOU CAN REFER BACK TO THE NARRATIVE). NOW DRAW THESE SAME THREE THINGS, BUT AS YOU WOULD SEE THEM TODAY.

2. WRITE -- A LOVE SONG, WORDS THAT GRANDPA MIGHT HAVE SUNG.

3. RESPOND -- KNOWING WHAT YOU DO, HOW DO YOU THINK LITTLE ALEX GREW UP TO BE (ONE WORD) _____. EXPLAIN YOUR RESPONSE.

4. CREATE -- REFER TO THE WORDS UNDERLINED IN THE NARRATIVE. WHAT COLORS DO THESE WORDS MAKE YOU THINK OF? USE THESE SEVEN COLORS, AND BLEND THEM TOGETHER IN A WAY THAT REFLECTS THE TONE OR MOOD OF THE NARRATIVE.

ACTIVITY SHEET 2B

SELF EVALUATION SHEET

FAIR ⟶ 1 2 3 4 5 6 7 8 9 10 ⟵ EXCELLENT

FIND A NUMBER ON THIS SCALE WHICH INDICATES THE QUALITY OF YOUR WORK.

CONSIDER: EFFORT -- HOW HARD DID YOU WORK?

DOES IT REFLECT THE NARRATIVE AS YOU "SAW" IT?

ARE YOU SATISFIED WITH IT?

NARRATIVE TWO

DEAR READERS: THIS PART OF GRANDMA IDA'S STORY IS SO SPECIAL TO ME, BECAUSE THE LITTLE ALEX SHE SPEAKS OF WAS MY OWN FATHER. SHE CONTINUES TO SAY,

"WHEN I WAS EIGHT YEARS OLD AND AWAY AT SCHOOL, I GOT TYPHOID. I WAS HOSPITALIZED WHEN MY MOTHER DIED -- THEY DIDN'T TELL ME. MY LITTLE BROTHER ALEX WAS FOUR YEARS OLD AND HE WAS WITH GRANDMA. HE WENT TO THE FUNERAL AND SAW OUR MOTHER BURIED.

DURING THE DAY HE WAS ALL RIGHT. HE WOULD PLAY WITH HIS TOYS OF BONE. THEY WERE TURTLE BONES -- AND LOOKED LIKE WHITE PLASTIC. HE PRETENDED THAT THE SHOULDER BONES WERE HIS HORSES. THE NECK BONES WERE SOLDIERS. OTHER SMALL BONES WERE DOGS. WHAT AN IMAGINATION HE HAD!

BUT AT NIGHT HE WOULD CRY FOR HIS MOTHER. IN THE EVENING AFTER SUPPER, HE WOULD SAY,

'I WANT TO GO SEE MAMA.' 'NO, NO! GRANDMA WOULD SAY. 'BUT I SAW THEM PUT HER IN THE GROUND.' 'I WANT MAMA,' HE'D SAY. 'NO MORE WILL YOU SEE HER . . . UNTIL SOME DAY . . .' GRANDMA WOULD SAY. AND SHE WOULD PUT HIM ON HER BACK AND GO OUT AND WALK AND WALK. I NEVER KNEW WHERE THEY WENT. HE'D GO TO SLEEP. THE NEXT NIGHT GRANDPA WOULD CARRY HIM TO SEE THE RABBITS AND TELL LITTLE ALEX STORIES, UNTIL HE SLEPT. IT WAS THAT WAY ALL SUMMER.

AND AS HE GREW, HE WASN'T ALLOWED TO CRY. HE ALWAYS GOT HIS WAY. WHEN WE'D SIT DOWN TO EAT, HE'D SAY, 'GRANDMA! IDA'S LOOKING AT ME.' AND I'D HAVE TO LEAVE THE TABLE. MY OLDER BROTHER, SOLOMON, KNEW WHY THEY WERE PARTIAL TO LITTLE ALEX SO HE WAS EXTRA GOOD TO ME.

SOLOMON ALWAYS SANG. HE HAD AN <u>ORGAN</u>. AS

POOR AS WE MUST HAVE BEEN, I CAN'T RECALL WHERE OR HOW WE GOT THE ORGAN. BUT IT WAS BEAUTIFUL. IT WAS BLONDE AND CARVED, IT HAD A LOOKING GLASS, LAMP AND A PLACE FOR SHEET MUSIC. WE'D SING:

'AT THE CROSS, AT THE CROSS
WHERE I FIRST SAW THE LIGHT . . .'

AND SOLOMON WOULD SAY, 'SING IT OVER!'

'AT THE CROSS, AT THE CROSS
WHERE I FIRST SAW THE LIGHT . . .'

'SING IT LOUDER!'

'AT THE CROSS, AT THE CROSS
WHERE I FIRST SAW THE LIGHT . . .'

UNTIL GRANDMA WOULD SAY, 'THAT'S ENOUGH!'

GRANDPA WASN'T MUCH OF A MAN TO SING BUT HE MADE HIS OWN FLUTE AND PLAYED LOVELY TUNES AND I'D ASK, 'WHAT IS IT THAT YOU PLAY?' AND HE'D SAY, 'NEVER MIND -- THEY'RE LOVE SONGS'"

LESSON # TWO

NOTES:

LESSON THREE

NARRATIVE/ACTIVITY BRIEF

Narrative

This Narrative touches lightly on an old Indian belief and relates one such occurrence. The cassette content introduces the Dakota language to the student and supplies the content for the Iktomi legend. A handout of the cassette tape content is provided for teacher and student use.

Activity

This Activity allows the student to interact with his group members to produce a presentation. He has the opportunity to give suggestions and opinions, supply information, and participate in group decisions.

> It should be remembered that to choose not to participate effectively, too, is a decision. Some students may need coaxing, initially ("The group needs the assistance of each member." "It is the responsibility of each group member to include every member.") In some cases the teacher might suggest the student work to produce props, costuming, etc., or work with one other member to accomplish one of the many other tasks.

Each student has tne opportunity to take an active part in the planning and presentation. Some members may be more comfortable, at this time, to work on inactive parts. (background details)

The beginning teacher of dramatics may want to see a variety of books of plays, pantomime, beginning acting, etc. (See presentation notes and suggestions for the teachers.)

It is advisable to do some warm-up activities (see creative dramatics books) prior to practice and presentation periods. You could use gaming type activities — I've used games played at Tupperware parties — to get the students interacting and warmed up.

This activity calls for a student rating sheet for evaluation.

> Again, students may find this type of responsibility unfamiliar, lack self-discipline and initiative. The teacher's role should be that of facilitator. Be careful not to criticize student efforts even if it is "not the best way." Be supportive, helpful, flexible and patient.

LET THE STUDENT EXPERIMENT. Later, discuss to discover why, or what may have worked better.

Finally, the groups can see the differences of each presentation; how each group interpreted the legend. The student can state the differences and discuss how each was effective in its own way.

LESSON # THREE

APPROXIMATE TIME: Three days

MATERIALS: Narrative Three — student reads: Iktomi legend -- on cassette
Handout 3a: props, materials for setting (student can bring these from home — teacher can supply some)

BEHAVIORAL OBJECTIVE

The students, in two groups, will give a presentation of Iktomi. Each group will formulate some criteria for evaluating the other group's performance (See Activity Handout 3 a).

ADVANCE PREPARATION

Gather materials for reference: play books, pantomime, theater, dramatics, creative dramatics, etc. Select from them information which will strengthen teacher expertise in this area. It is advisable that the teacher ask the assistance of a theater person to work with each group. College students in theater are willing to help, and are a great asset to projects such as these. It is beneficial to include them in the planning prior to teaching the lesson.

Prepare suggestions for students to consider for presentations. These can be listed on the chalkboard or on handouts. See point 9.

ROOM: Secure an extra room for play practice or divide the room into two working sections.

Prepare a sample evaluation sheet. See Activity Handout 3a and point 4.

THE LESSON — DAY ONE

1. Student reads Narrative Three silently.
2. Play "Iktomi" a legend on cassette.
3. Divide the class into two groups — include "leader", vocal student, active, etc., in each group so the groups are equal in strength.
4. Each group decides the criteria to use for evaluation of other group. Share the sample evaluation sheet the teacher has prepared in advance. Keep the evaluation simple; a maximum of three categories is sufficient. The purpose behind this evaluation is to motivate the student to work diligently in the planning and presentation session.
5. Exchange the evaluation sheets. Each group will know the specific points it will be evaluated on.
6. The teacher makes copies of the two evaluations and puts them aside for the day of the presentations.
7. Teacher sets a time limit for the presentations (10 minutes?).
8. The teacher supplies a handout with suggestions, e.g., cue cards, ad lib, pantomime, sound, props, shadow presentation, slow motion/ light flicker presentation. Also see evaluation sheet.
9. Each group decides how it will present "Iktomi."
10. A recorder for each group records decisions to facilitate the planning and practice sessions.

DAY TWO

1. Continue planning and practice. If the teacher sees that the student is frustrated because time is insufficient, add more practice sessions, or add another day for this lesson.

   If the sessions are quite good, or if it will motivate the students to work to a greater degree, invite guests (lower grade levels, principal, parents, etc.). Discuss this with the students.

DAY THREE

1. Presentation preparation.

2. Set up props, setting.

3. Evaluations — each group member viewing the presentation has a copy of the evaluation. Instruct the student to write specific instances to support the criticism (+ or −). Try to have students avoid judgments, but use observation (see, hear) to evaluate performance.

ACTIVITY 3A

EVALUATION SHEET FOR GROUP

CLARITY

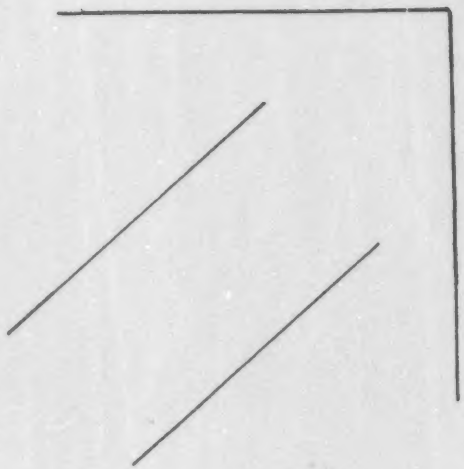
LENGTH BACKGROUND

PROPS VOICE SOUND

COSTUME

OTHER: SET CASTING

LIGHT



POINTS

GRADE

+, +, +, —, — , — ,

TITLE

ORIGINALITY

F 1 — 10 E

CAST/INDIVIDUAL

OTHER:

USE ATTACHED SHEET FOR EVALUATION

NARRATIVE THREE

DEAR READER, LET GRANDMA IDA CONTINUE WITH HER MEMORIES:

"ONE EVENING THE BOYS BEGAN TO TELL WINTER STORIES. GRANDMA ST. CLOUD HAD WARNED US, 'DON'T TELL WINTER STORIES IN THE SUMMERTIME!"

YOU SEE, READERS, INDIANS HAVE A SAYING THAT IF A PERSON TELLS STORIES INAPPROPRIATELY A SNAKE WILL COME AND WRAP ITSELF AROUND THAT PERSON'S HEAD. BUT THE BOYS IGNORED HER WARNING.

"IN THE MORNING, GRANDMA SAID, 'IDA, WAKE UP YOUR BROTHERS FOR BREAKFAST.' I WENT TO THEM. EACH HAD A QUILT UP OVER THEIR HEADS. AS I PULLED IT OFF, I SCREAMED! THERE WAS A SNAKE BETWEEN THEIR HEADS! EXCITEDLY, I RAN, AND THE BOYS RAN TO GRANDMA. SHE CALMLY REPLIED, 'I TOLD YOU. WHAT'S THE MATTER WITH YOUR EARS?' THE BOYS LOOKED FOR THE SNAKE, BUT IT WAS GONE IN THE GRASS. NOW, YOU MAY CALL THIS COINCIDENCE OR YOU MAY BELIEVE THE OLD

INDIAN SAYING: NEVERTHELESS, IT HAPPENED."

NOW READERS, IT WAS AT THIS TIME THAT I ASKED GRANDMA IDA TO TELL A STORY. NEVER CAN IT BE AS GOOD AS IT WAS THAT NIGHT SHE TOLD IT; PARTLY IN ENGLISH, PARTLY IN DAKOTA; AND SHE POUNDED RHYTHMICALLY ON THE TABLE BEFORE HER AS SHE TOLD IT. (PLAY CASSETTE).

LESSON FOUR

NARRATIVE/ACTIVITY BRIEF

Narrative

This Narrative follows the reading and completion of the selection "Captive." "Captive" is a selection told in such a way that the student can put himself in the place of the captive. The Narrative tells of misery, fear and hardship which followed the Big Sioux Uprising. It ends ironically: The generals who had plundered, captured, tortured and killed Indian men, women and children are honored with a plaque for their "heroism." The disgrace and cruelty of this act is not to be dwelt upon, but should be told.

The author's intention is to get the student to "feel" captive in the "Captive" selection. Then read the Narrative to get full impact of the incident.

The teacher should help set the mood for the reading and activity periods.

Activity

This Activity is rather strange. Of all the activities included in this unit, it is the one your author is most unsure of, because the narrative deals with a very touchy, sensitive subject for the author. I didn't quite know how to present it, but knew it must be dealt with. Since it is not the intention of this unit to convey the plight of the Indian, nor to seek sympathetic response, which is neither desirable nor beneficial for the Indian people, I put the goal of this unit in mind --individual growth. I attempted to reach the feeling level of the student, asked him to explore what and who is important to him, and then extended the process to draw commitment from him.

A discussion could take place: Captives Today — e.g., M.I.A.'s, hostages (hijackers, militants, bank robbers and criminals) captives in other countries and extend to captives of poverty, hunger, handicapped, mentally ill, etc.

LESSON # FOUR

APPROXIMATE TIME: One day (6th day)

MATERIALS: "Captive," a selection; Activity Sheet 4a (2 sheets); Narrative Four

BEHAVIORAL OBJECTIVE

The student will read and complete the selection "Captive." The quality of his work will be determined by the teacher.

ADVANCE PREPARATION

Prepare some evaluation procedure to share with the student before he completes the selection "Captive."

THE LESSON

1. Tell the student that he will read, then complete a selection entitled "Captive." The quality of his work (the evaluation procedure should be shared at this time) will be evaluated. The teacher should attempt to set a serious atmosphere for this lesson.

2. The student reads the selection and completes the ending.

3. Provide the student with the Activity Sheet 4a (2 sheets). He completes it.

4. The student reads the Narrative Four.

5. Discussion may follow.

ACTIVITY SHEET 4A

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS.

1. IF YOU WERE THE CAPTIVE IN THIS READING SELECTION, EXPLAIN HOW YOU WOULD FEEL.

2. WHAT WOULD YOU DO?

3. WHAT WOULD YOU USE TO HELP YOU?

4. JUST SUPPOSE, YOU KNEW IN ADVANCE THIS WAS GOING TO HAPPEN. WHAT WOULD YOU TAKE WITH YOU?

5. WHO, EXCLUDING A MEMBER OF YOUR FAMILY, WOULD YOU TAKE WITH YOU?

6. ASSUMING THIS PERSON IS VERY IMPORTANT TO YOU. EXPLAIN HOW YOU SHOW, TELL HIM/HER THAT HE/SHE IS IMPORTANT.

7. WOULD YOU DO SOMETHING TO COMMUNICATE THAT HE/SHE IS IMPORTANT TO YOU THE NEXT TIME YOU SEE HIM/HER?

4c 8. WHAT WILL IT BE?

READ NARRATIVE FOUR.

YOUR TEACHER WILL GIVE IT TO YOU. AFTER YOU'VE READ IT YOU MAY WISH TO COMMENT.

"CAPTIVE"

As I read, the door bursts open. In step people unfamiliar to me. They speak in a strange tongue. They order me to accompany them. Some of my classmates, three boys, refuse. They are shot. I am hurried along the corridors; there is a gun in the small of my back. I feel that uncomfortable sensation that I always get when I am afraid of what is behind me.

I am forced to board their spaceship. I am handcuffed at the wrists and cuffed at the legs.

All twenty of us must stand in an area so small we can hardly breathe. I must tilt my head, I cannot stand upright because the ceiling is low and circular.

The spaceship takes off. The noise is unbearable. I stand for hours -- it is impossible to sleep. My classmates at my sides weigh heavily on me. We want to fall to the floor but space does not permit us to. Ordinarily, I would be hungry at this time, but I just don't care anymore. I know my parents and friends, too, have been captured; I don't know where they are or what pain they are subjected to. I wonder if I will ever see them again . . .

FINISH THIS STORY IN YOUR OWN WORDS

NARRATIVE FOUR

DEAR READERS, GRANDMA IDA RECALLS HER GRANDMA ST. CLOUD RELATING WHAT TOOK PLACE AFTER THE BIG SIOUX UPRISING AND SHE TELLS IT IN THIS WAY:

"THIRTY-NINE YOUNG WARRIORS WERE HUNG. ALL ABLE-BODIED MEN (HUNDREDS OF THEM) WERE PUT INTO STOCKADES, AND CHAINED TO EACH OTHER IN ROWS. THEY WERE HELD PRISONERS FOR FOUR YEARS. WHEN IT WAS OVER, SOME WERE LAME AND OTHERS HAD ANKLES BROKEN.

AT THIS SAME TIME THE OLD PEOPLE, MOTHERS AND CHILDREN WERE GATHERED AT FORT SNELLING. HERE THEY WERE FORCED ONTO DUCK BOATS AND SENT DOWN THE MISSISSIPPI RIVER. THEY WERE PACKED IN SO CLOSE: THERE WAS NO ROOM FOR MOVEMENT. GRANDMA ST. CLOUD SAID THAT YOU SHOULD HAVE HEARD THE CRYING, 'WHERE ARE THEY TAKING US?' MANY PEOPLE WOULD HAVE JUMPED OVER-BOARD. BUT THERE WAS A MINISTER, JOHN P.

WILLIAMSON, WHO SPOKE INDIAN GOOD.* HE PRAYED AND SANG IN INDIAN. HE CONVERTED SOME INDIANS AND THEY HELPED OUT ON THE BOAT - - TRYING TO CALM THE PEOPLE - - SPEAKING SOFTLY.

AS THE BOAT GOT NEAR ST. LOUIS, IT CHANGED COURSE. IT CAME UP THE MISSOURI RIVER TO SOUTH DAKOTA. HERE THE PEOPLE WERE KEPT IN STOCKADES AT FORT RANDALL FOR TWO YEARS."

AT THIS TIME, GRANDMA IDA SAID, "I ALWAYS WANTED TO WRITE A SONG ABOUT THEIR SAD JOURNEY AND CALL IT, 'DOWN THE MISSISSIPPI WITH TEARS IN MY EYES.' NOW, AT FORT RANDALL THERE IS A PLAQUE HONORING THE GENERALS WITH THEIR NAMES INSCRIBED ON IT. (SHE MEANS THE MEN WHO TOOK THE INDIANS CAPTIVE.)

* SEE PAGE 3

LESSON # FOUR

NOTES:

Some specific things we did which would really fit in any of the lessons are:

LESSON FOUR: Each student wrote an ending to the story about people being taken captive by men from space. They really liked this.

We had an Indian boy do a rain-dance in authentic Indian garb. Students sat around him in a half-circle and beated drums.

An Indian parent made Indian bread for the class.

A grandfather loaned us Indian relics from his collection.

A girl showed us beadwork.

An elderly gentleman who has lived in our area for decades talked about Indian dialects.

The kids visited a local museum with many interesting artifacts about Indian life.

The kids practically raided our library for books on Indian life and people! ! !

Two girls made an authentic Indian village in diorama form.

Steve Bakken
5th-Graders at
Freeman-Davis Elementary School
Mobridge, South Dakota

LESSON FIVE

NARRATIVE/ACTIVITY BRIEF

NARRATIVE

This Narrative tells how Grandfather Whistler's father helped, how Grandfather Whistler helped and how his grandson helped. It is an example of "We do as our parents do." With this statement in mind, the activity follows.

Activity

In groups of four the student reinforces what he has read by discovering the chain-handing down of values. They begin to discover some of their own values by investigating phrases used by their parents. The group will work together to discover what value underlies the phrase. He begins to learn more about himself, and about others and why people behave as they do.

The teacher can assist the groups by preparing a list of values. Also, prepare additional examples for the student, should he need them.

	PHRASE		MEANING		VALUE
1.	A penny saved is a penny earned.	———	Don't spend all of your allowance.	→	Thrift
2.	You watch too much TV.	→	Get your work done.	→	Idleness is not a value; hard work is.

LESSON # FIVE

APPROXIMATE TIME: One day
(7th day)

MATERIALS: Narrative Five
Activity Sheet 5 a (2 sheets)

BEHAVIORAL OBJECTIVE

The students, in groups of four, will work to discuss and answer the questions. Then, complete the evaluation for his group members. The evaluation will be helpful feedback for the group member.

ADVANCE PREPARATION

Prepare a list of good communication skills (see examples in point 3).

Be familiar with the Brainstorming Method (see brief explanation in point 3). Also, refer to phrase, meaning, and value section in the activity brief. Refer to the student preference of group members and list groups on chalkboard (see Lesson Seven - Advance Preparation).

THE LESSON

1. The student reads the Narrative.

2. Announce the group members on the chalkboard.

3. Brainstorm for good communication skills. List on the board any ideas. Anything is acceptable and should be listed. Allow no value judgment, no positive-negative comment. Share, intermittently, with student suggestions. Some examples are: share (more with the group), think (for yourself — don't use other students' answers), look (at the group members when you speak), don't mumble, don't occupy too much time, say what you feel, say what you mean, say what is important to you, etc. This will make the students aware of good communications skills; they will be conscious of them during the exercise, and use them for criteria in the evaluation which follows the exercise.

4. Explain the rationale for doing the exercise. You may refer to the behavioral objective, but especially the narrative and activity brief.

5. In groups of four (4), the students will discuss and answer the questions on Activity Handout 5a (2 sheets).

ACTIVITY SHEET 5A

IN GROUPS OF FOUR, DISCUSS AND ANSWER THE FOLLOWING:

IDENTIFY WHAT GRANDFATHER WHISTLER'S FATHER DID; GRANDFATHER WHISTLER DOES;

AND HIS GRANDSON IS DOING.

MUCH OF WHAT OUR PARENTS DO (OR SAY); WE DO. AND IT IS QUITE LIKELY THAT WHAT WE DO (OR SAY)

OUR CHILDREN WILL DO LIKEWISE.

LIST SOME PHRASES YOUR PARENTS SAY TO YOU:

EXAMPLE, "EMPTY THE GARBAGE!"
"TURN OUT THE LIGHTS!"

NOW, WRITE WHAT IT IS YOU THINK THEY MEAN. EXAMPLE, "TURN OUT THE LIGHTS!"

MEANS GO TO SLEEP OR SAVE ENERGY.

TRY TO RECALL, DO YOU SAY THESE SAME PHRASES TO YOUR FRIENDS, BROTHER, SISTER OR PETS?

TAKE A CLOSER LOOK AT THE PHRASES YOU'VE WRITTEN. CAN YOU SEE THAT "TURN OUT THE LIGHTS!" IMPLIES A VALUE: CONSERVE (SAVE), OR IT MAY BE HEALTH (GET REST)?

DISCOVER WHAT VALUES UNDERLY THE PHRASES YOU'VE WRITTEN.

DISCUSS AND SHARE WITH YOUR GROUP MEMBERS, WHEN YOU'VE FINISHED THE ABOVE.

EVALUATE YOUR GROUP MEMBERS. GIVE ONE POSITIVE COMMENT; E.G., "YOU LISTENED ATTENTIVELY TO OTHERS." AND ONE COMMENT WHICH WILL HELP THEM IMPROVE; E.G., "SPEAK MORE DISTINCTLY."

NARRATIVE FIVE

DEAR READERS, THE NEXT ELDERLY YOU WILL LEARN FROM IS GRANDFATHER WHISTLER. HE LIVES IN WANBLEE, SOUTH DAKOTA. HE TALKED TO ME IN LAKOTA. HIS NEPHEW WAS WITH ME AND HE TRANSLATED GRANDFATHER WHISTLER'S MEMCRIES INTO ENGLISH SO THAT I MIGHT SHARE THEM WITH YOU. IT WAS MOST INTERESTING TO LISTEN TO HIM TALK. I COULD UNDERSTAND VERY LITTLE OF WHAT HE SAID. BUT, I COULD TELL, BY THE TONE OF HIS VOICE, WHETHER HE WAS BEING INFORMATIVE OR HUMOROUS. THE INFORMATION HE GAVE CAN TELL US A LOT ABOUT PEOPLE AND HOW THEY ACT AS YOU SHALL SEE. HE BEGAN:

"I STARTED SCHOOL WHEN I WAS FIVE, BUT BEFORE THAT, MY FATHER TAUGHT ME THINGS. WHEN I FIRST STARTED SCHOOL IT WAS AT THE DAY SCHOOL IN HISLE. I WAS ABLE TO HELP THE OTHER KIDS BECAUSE I COULD SPEAK ENGLISH.

I HAVE A GRANDCHILD THAT I HELP WHEN

HE BRINGS HOMEWORK HOME. I HAVE HELPED HIM SINCE PRE-SCHOOL, HE IS NOW IN THE THIRD GRADE. HE HAS A BOX OF PAPERS THAT I HELP HIM WITH. WHILE I AM READING TO HIM HE LIES THERE LISTENING AND FALLS ASLEEP. BUT HE REMEMBERS THESE THINGS AND HE HELPS OTHER CHILDREN AT SCHOOL."

LESSON # FIVE

NOTES:

Film: "Geronimo Jones" (Available Corp. of America, 711 Fifth Ave., N.Y., N.Y. 10022)

"LEARNING OF THE INDIAN PEOPLE", Sister Charles Palm, INDIAN ETHNIC HERITAGE STUDIES CURRICULUM DEVELOPMENT PROJECT - 1974-75.

LESSON SIX

NARRATIVE/ACTIVITY BRIEF

There is no Narrative. This is an activity-centered lesson. The students, in groups of six, recreate "Original Story." They are not to see "Original Story" until they have selected the appropriate information.

Activity

The Activity is problem solving. Each group of six (6) attempts to select the appropriate information and discard the irrelevant. The group arranges the information in sequential order, numbers it as such and checks it against the "Original Story" when they have finished the process.

Because this activity is difficult, the teacher should select the members for each group.

The nature of this activity produces a competitive atmosphere — each group will try to finish before the other. The teacher must attempt to use this atmosphere as a motivating force rather than to nurture competitiveness — e.g., "Take time to be sure; it is not important which group finishes first, but it is important how many items are in an appropriate order."

A sufficient amount of interaction between all group members must take place for the problem to be solved. Each member holds pertinent information; it is impossible for the group to exclude any member and succeed in solving the problem. In addition to the communication and motivation opportunities, the activity offers the student the opportunity to use his capacity to think. The student has the experience of

participating in an exercise which demands group consensus. A discussion may follow: How did the group reach consensus?

The teacher reminds the group to share information ALOUD. No one is allowed to see information cards.

Hint: There are 10 valid segments of information. The teacher may give the groups this hint if they need it. An extra handout is included for use - - time permitting.

LESSON # SIX

APPROXIMATE TIME: One day (8th day)

MATERIALS: Original Story
Activity Sheet 6 a (6 sheets and extra handout)

BEHAVIORAL OBJECTIVE

The students, in groups of six, will recreate a story. They will check their story against the original story. Six segments in sequential order will be considered good; seven -- very good; eight to ten -- excellent.

ADVANCED PREPARATION

Select the group members. The activity is very difficult, so the groups must be evenly matched; verbal student, initiator, logical thinker, mediator, etc.

Reproduce the information slips.

THE LESSON — AN ACTIVITY

1. Assign the student to his group. This can be a list on the chalkboard.

2. Give each group member a handout.

3. Read the instructions to the student.

4. INSTRUCTIONS:

   Each group is to recreate a story from the information on the slips. Some of the information is valid and important; some is not, it is included to make you think.

   No one is to see your slip of paper.

   The information on the slips must be shared ALOUD.

   As the group decides which is number one, label that slip as such. Then two, three, and so on.

   This task is very difficult, but you can probably accomplish it if you work hard, and work together.

   When your group is finished, check the "Original Story." Figure your correct score.

5. The role of the teacher is almost non-functional. Allow the group to work out its own problems. Answer questions with a question which will stimulate thought process. Tell the class in advance that in order to be fair, the teacher must not answer questions; the group solves problems on its own.

GROUP MEMBER 1

ACTIVITY SHEET 6A

HAD TO BE LEFT BEHIND BECAUSE . . .

A ZEBRA AND AN ELEPHANT,

THE PEOPLE RESPONSIBLE FOR KILLING THE COW WERE SEVERELY PUNISHED.

THEY WERE WELL.

WHEN THEY RETURNED, THEY LEARNED THAT ONE ANIMAL DID NOT SURVIVE.

GROUP MEMBER 3 (CONTINUED)

THE SUN WAS GOING DOWN IN THE EAST.

SOME PEOPLE WERE TRAVELING THROUGH THIS PART OF THE COUNTRY . . .

THEY WERE LAME.

69

THIS PART OF THE COUNTRY IS TOO COLD FOR ZEBRAS.

GROUP MEMBER 5 (CONTINUED)

IN A WAGON TRAIN.

SOMEONE WOULD RETURN FOR THEM AT A LATER TIME WHEN . . .

A HORSE AND A COW . . .

GROUP MEMBER 6 (CONTINUED)

TWO OF THEIR ANIMALS . . .

6c

HORSES ARE STRONGER THAN COWS.

EXTRA HANDOUT 6A

IN YOUR GROUP, RESPOND TO THE FOLLOWING:

1. REFER TO THE WORDS UNDERLINED IN THE ORIGINAL STORY. WAS THIS ACTION BAD -- WAS THIS A WRONG THING TO DO?

MANY TIMES WE JUDGE THE ACTIONS OF OTHERS WITHOUT KNOWING ALL THE FACTS.

2. AS A GROUP, LIST AS MANY REASONS AS POSSIBLE FOR THE KILLING OF THE COW.

3. NOW, ANSWER QUESTION # 1 AGAIN.
   DID YOUR ANSWER CHANGE?

ORIGINAL STORY

Some people were traveling through this part of the country in a wagon train. Two of their animals, a horse and cow, had to be left behind because they were lame. Someone would return for them at a later time when they were well. Before they got back, some people by the name of Two Sticks killed and butchered the cow. When they returned they learned that one animal did not survive. The people responsible for killing the cow were severely punished.

ADDITIONAL LEGEND/PROBLEM SOLVING ACTIVITIES SUBMITTED BY ANN BARZ, PILOT TEACHER, SISSETON, SOUTH DAKOTA. (THESE COULD BE USED AS ADDITIONAL ACTIVITIES OF THE SAME NATURE AS THE "ORIGINAL STORY.") ANN BARZ, WESTSIDE ELEMENTARY, SISSETON, SOUTH DAKOTA

GROUP MEMBER 1

AS THEY WERE LEAVING THEY ARGUED

MANY MOONS AGO

AS THE STORY ENDS YOU CAN SEE THE GEESE.

GROUP MEMBER 2

HE BEGAN.

GO TO THE CIRCUS

THEY ALSO ARGUED ABOUT WHO SHOULD BE THE LEADER.

GROUP MEMBER 3

THEN THEY EACH GAVE SUGGESTIONS ON HOW TO FIND WARMER SKIES.

73

TWO TINY TURTLES

GROUP MEMBER 4

AFTER ARGUING FOR QUITE A WHILE, THE SKIES BEGAN TO GET COLDER UNTIL

FLYING SOUTH IN A V FORMATION AS THEY STILL DO TODAY.

AN ELEPHANT RAN HOME.

GROUP MEMBER 5

A WISE OLD INDIAN TOLD THIS TALE.

AMONG THEMSELVES AS TO WHICH OF THE FOUR WINDS TO FOLLOW.

GROUP MEMBER 6

THERE WAS ONCE A FLOCK OF GEESE WHO WERE LEAVING THIS AREA FOR WINTER.

THEY KNEW THEY HAD TO WORK TOGETHER TO SURVIVE.

WORKING TOGETHER

MANY MOONS AGO A WISE OLD INDIAN TOLD THIS TALE. HE BEGAN, "THERE WAS ONCE A FLOCK OF GEESE WHO WERE LEAVING THIS AREA FOR WINTER. AS THEY WERE LEAVING THEY ARGUED AMONG THEMSELVES AS TO WHO WAS THE LEADER. THEY ALSO ARGUED ABOUT WHICH OF THE FOUR WINDS TO FOLLOW. AFTER ARGUING FOR QUITE A WHILE, THE SKIES BEGAN TO GET COLDER UNTIL THEY KNEW THEY HAD TO WORK TOGETHER TO SURVIVE. THEN THEY EACH GAVE SUGGESTIONS ON HOW TO FIND WARMER SKIES." AS THE STORY ENDS, YOU CAN SEE THEM FLYING SOUTH IN A V AS THEY STILL DO TODAY.

1. WHAT HAPPENS WHEN PEOPLE ARGUE AND DON'T LISTEN TO OTHER PEOPLE'S SUGGESTIONS?

2. TELL HOW WELL YOU THINK YOUR GROUP WORKED TOGETHER AND WHY.

3. WHAT IS A COMPROMISE?

ACKNOWLEDGMENTS

Ida Allen and Charles Whistler -- for their memories

John Gritts -- for his art work

Pine Ridge Singers -- for their music

Mary Elster and Claudette Vance -- for the typing

Sister Charles Palm -- for the narrative printing

Debra Dawn Bublitz -- for critiquing, rough draft typing, and for her patience

Harvey Ross -- for the original cover development and design

Social Science Consortium -- for technical advice

HOW THE RAINBOW WAS MADE

MANY MOONS AGO ALL THE FLOWERS WERE OUT PLAYING. THEY WERE NODDING THEIR BRIGHT HEADS AND SCATTERING THEIR GAY COLORS IN THE GRASS. THE GREAT SPIRIT HEARD AN OLDER FLOWER SAY, "WHAT WILL HAPPEN TO US WHEN WINTER COMES?" HE HEARD THIS AND MADE A PLAN FOR THE COLORED FLOWERS. NOW, AFTER A REFRESHING RAIN, YOU CAN SEE THE PRETTY FLOWERS MAKE A COLORFUL RAINBOW IN THE SKY.

ANN BARZ
WESTSIDE ELEMENTARY
SISSETON, SOUTH DAKOTA 57262

GROUP MEMBER 1

HE HEARD THIS

AND RUNNING AWAY.

AND SCATTERING THEIR GAY COLORS THROUGH THE GRASS.

GROUP MEMBER 2

THE TREES ALL BLOSSOM.

18 THE GREAT SPIRIT HEARD AN OLDER FLOWER SAY,

MANY MOONS AGO

GROUP MEMBER 3

ALL THE FLOWERS WERE OUT PLAYING.

A MOUSE AND A TURKEY WERE FRIENDS.

YOU CAN SEE THE PRETTY FLOWERS

GROUP MEMBER 4

MAKE A COLORFUL RAINBOW IN THE SKY.

AND MADE A PLAN FOR THE COLORED FLOWERS.

GROUP MEMBER 5

THEY WERE NODDING THEIR BRIGHT HEADS IN THE BREEZE

8-1 AND THE GAME WAS RAINED OUT.

NOW, AFTER A REFRESHING RAIN,

AND WAS FURIOUS.

"WHAT WILL HAPPEN TO US WHEN WINTER COMES?"

LESSON SEVEN

NARRATIVE/ACTIVITY BRIEF

Narrative

The student may not "get" the humor of this Narrative; he unbuckles the buckles on the harness; it falls apart -- but horse is still hitched to the wagon. The Narrative is humorous to the Indian people who know Grandfather Whistler. It is what might be called a private joke. Indian people delight in telling stories about themselves and other people.

Humor, in a variety of forms, was an important (and hopefully is important) aspect in Indian culture. It was deemed healthy for individuals to be able to laugh at themselves.

Activity

This Activity directs the student to think about his own sense of humor and to practice impromptu humor. In addition, the list compiled by each group and shared with the class may show the student new ways to "look on the light side."

If the students enjoy this activity, allow them to continue. Extra time can be gained by brainstorming the list of how to put humor into your life. ("Look on the light side.") As the class gives the suggestions, list them on the chalkboard. Ask the student to internalize 1-2 ideas from the list to use in his daily living.

LESSON # SEVEN

APPROXIMATE TIME: One Day (9th day)

MATERIALS: Narrative Seven
Activity Sheet 7a (3 sheets)

BEHAVIORAL OBJECTIVE

The students, in groups of three, will participate in a sharing session and compile a list of things to help the student "look on the light side" which will be shared with the class.

ADVANCE PREPARATION

One day prior to this lesson, ask the student to list 1st, 2nd, 3rd, and 4th choice; four students he would like to have for group members. Then arrange the groups accordingly. Arrange them so at least one student on the list is in a group of the person who listed him.

Prepare additional incidents such as those given in the second section. (Activity Sheet pt. 2, p. 1; pt. 2 and 3, p. 2; pt. 2, p.3.)

Prepare a list to stimulate ideas of ways one can use to maintain the humorous side of his living; for example: think beautiful thoughts to keep you in a good mood, go to a funny movie, read some articles or joke sessions, sing, make your room cheerful instead of drab, spend some time with people who have a good sense of humor and initiate their behavior, do the things which are enjoyable to you; make you happy, write witty little scribblings to yourself, etc.

You may ask other people what they do to keep happy and maintain a good sense of humor.

THE LESSON

1. The students will read Narrative Seven.

2. The teacher will explain the justification for the Activity (see Activity and Narrative Brief.)

3. Assign students to groups (three in each group).

4. Distribute handouts. Read instructions to the groups. Instruct the students to take a few moments to think about their answer.

   Instruct the groups to prepare a list of things to do to help one "look on the light side", e.g., think happy thoughts.
   Explain the Activity.

5. Class sharing of lists. The group may have a spokesman.

CARD ONE 7A

1. MY FAVORITE TV CARTOON IS _____

BECAUSE _____.

2. ON MY WAY TO SCHOOL, A CAR WENT BY AND SPLASHED MUD IN MY FACE. I WIPED IT FROM MY EYES AND I . . .

CARD TWO (CONTINUED)

1. My favorite comedian is _____

   because _____.

2. At the wedding reception, I sat down on a plate of cake and ice cream.

   I . . .

3. I was about to give an important speech in front of the class, when I

   noticed a big wad of glm stuck to my pant leg. I . . .

CARD THREE (CONTINUED)

1. MY FAVORITE CARTOON IN THE NEWSPAPER IS _____

BECAUSE _____.

2. AS I WAS TRYING TO IMPRESS MY BOY/GIRL FRIEND, I WALKED PAST A MIRROR AND SAW A LARGE PIECE OF GREEN PARSLEY STUCK BETWEEN MY TWO FRONT TEETH.

I . . .

NARRATIVE SEVEN

DEAR READERS, GRANDFATHER WHISTLER GOES ON TO SAY:

"MY GRANDFATHER, JULIAN, WHO WAS A HIDE TANNER, TOOK A LOAD OF HIDES TO CHAMBERLAIN TO TRADE. HE TRADED HIS HIDES FOR A WAGON, A TEAM, AND HARNESS. THE TRADER TAUGHT MY GRANDFATHER HOW TO DRIVE THE TEAM AND WAGON, BUT NOT HOW TO HARNESS AND UNHARNESS THE HORSE. NOR DID HE TEACH HIM HOW TO HOOK UP THE TEAM TO THE WAGON. MY GRANDFATHER LOADED HIS THINGS ON HIS NEW WAGON AND HEADED FOR HOME. AFTER HE GOT HOME HE DIDN'T KNOW TO UNHITCH THE HORSE FROM THE WAGON. THE HARNESS HAD A LOT OF BUCKLES AND HE THOUGHT THAT THE HORSE WAS UNHITCHED FROM THE WAGON BY UN-BUCKLING THESE BUCKLES. SO HE UNBUCKLED ALL THE BUCKLES AND THE HARNESS FELL APART."

LESSON EIGHT

NARRATIVE/ACTIVITY BRIEF

Narrative

This Narrative describes an Indian way of preparing a meal. It is very short in length and is to be read by the student.

It tells, indirectly, one of several ways Indian people got their names. Although Indian names sound quite ridiculous to non-Indians, they were (are) very important to the Indian. The teacher should stress that to deserve a name, the person had to be an expert in something. It was an honor to be given a name such as "Cooks With Pouch." It also worked as positive reinforcement of self-concept. Suppose you, as a teacher, had been given the name "One Who Shares His Wisdom." Imagine what it would do for you each time someone called you by that name.

The Narrative sets the stage for the activity which follows.

Activity

This Activity allows the student to define what it is that he does well at this time.

The second part of the Activity gives the student the opportunity to set a goal for the future.

The questions in this Activity help the student think about and become aware of his strengths and weaknesses. They encourage him to appreciate his strengths and to consider alternative ways to improve or change his weaknesses.

LESSON # EIGHT

APPROXIMATE TIME: One Day
(10th day)

MATERIALS: Narrative Eight
Activity Sheet 8a (2 sheets)

BEHAVIORAL OBJECTIVE

The student will read the Narrative and respond to the questions. He will grade his paper according to the criteria set forth by his teacher.

ADVANCE PREPARATION

Establish some criteria for the student to "grade" his paper. It could be a reaction sheet; "What I gained from this exercise . . .," etc.

You might be prepared to share some examples of goals (a list) and a definition of the word "goal." They usually begin: to become, to be, to gain, to . . ., to . . ., to . . .

THE LESSON

1. The student reads the short Narrative.

2. The student will respond individually to the questions on Handout 8a (2 sheets).

   Questions 1 and 2 on Activity Handout deal with what the student does well now, something his family, friends, or teacher praise him for e.g., he keeps his room clean, dresses well (neatly), does as he is told, or follows directions, does his work well and on time, etc.

   Place particular emphasis on questions 3– 5. Encourage the student to think seriously about the goal he would like to set for himself. It may be a goal for a profession or a personal growth goal. The teacher should plan to participate in this activity and tell the student, in advance, that the teacher will share his goal with the class. Perhaps this will encourage the student to work and think carefully and deliberately.

   A sophisticated class may share future goals with each other (teacher discretion).

RESPOND TO THE FOLLOWING, INDIVIDUALLY:

GRANDFATHER JULIAN WAS GIVEN THE NAME "COOKS WITH POUCH" BECAUSE HE WAS AN EXPERT AT COOKING IN A POUCH.

1. WHAT NAME WOULD YOU BE GIVEN, IF THIS WERE THE CUSTOM TODAY? REMEMBER, IT MUST BE SOMETHING YOU DO EXPERTLY.

2. WHAT NAME WOULD YOU LEAST LIKELY ACQUIRE?

3. WHAT NAME WOULD YOU LIKE IN THE FUTURE? SELECT A BEAUTIFUL, UNIQUE NAME TO GIVE YOURSELF. CONSIDER: WHAT IS IT THAT YOU WOULD WANT PEOPLE TO RESPECT YOU FOR? EXAMPLE: I STRIVE TO BE A WARM, CARING INDIVIDUAL. THE NAME I'D LIKE FOR THE FUTURE IS ONE WHO LOVES THE PEOPLE. MY FRIEND PRACTICES

VERY HARD, AND WANTS TO BE AS GOOD A MUSICIAN AS POSSIBLE. HER NAME FOR THE FUTURE WOULD BE MAKER OF BEAUTIFUL MUSIC.

LET'S SAY YOU WOULD LIKE TO BE CLOSE TO YOUR FAMILY IN THE FUTURE. YOUR NAME COULD BE HE WHO FOLLOWS THE PATH HOME.

SELECT YOUR NAME CAREFULLY. REMEMBER IT.

4. LIST SOME THINGS YOU NEED TO DO IN ORDER TO ATTAIN THAT NAME:

5. WHAT THINGS DO YOU NEED TO CHANGE IN ORDER TO DESERVE THAT NAME?

NARRATIVE EIGHT

DEAR READER, GRANDFATHER WHISTLER RECALLS:

"MY GRANDFATHER, JULIAN, LIVED NORTHEAST OF KADOKA DURING THE WINTER AND HE TRAPPED. HE WAS A MEDICINE MAN. HE WAS ALSO CALLED, 'COOKS WITH POUCH.' ONE OF THE THINGS HE WAS ABLE TO DO WAS COOK SOUP IN A STOMACH (OR POUCH). HE HUNG THE POUCH, WITH ALL THE INGREDIENTS FOR SOUP IN IT, ABOUT TEN FEET FROM THE FIRE AND MADE THE SOUP IN THIS WAY. THIS IS HARD TO BELIEVE, I KNOW, BUT I SAW HIM DO THIS."

END